

# *Arizona Department of Education*

*Revised August 2016*

## ESEA FOR LEAs

Cycle 1 Monitoring

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# Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

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## Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

# Cycle 1

## What is it?

- Self-assessment of policies and procedures.

## What is monitored?

- Assurances for Cycle Monitoring
- Homeless Education Policy
- Homeless Education Liaison
- Title I LEA Parent Involvement Policy
- Title I School Parent Involvement Policy/Plan
- Migrant Program Needs Assessment
- MEP Service Delivery Plan

## Who is responsible to monitor?

- Title I and Migrant Specialists

## When is it due?

- December 1, 2016

# C1-01: Statement of Assurance

## Compliance Indicator

Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence.

Complete the information on the second page, sign and upload into ALEAT.

2016 - 2017  
 ESEA Programmatic Monitoring

Cycle  
1

### Statement of Assurance

An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

Submission of the Cycle I Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.

The following required evidence (if applicable) is to be uploaded in the LEA ALEAT Filing Cabinet:

Item	Name/Title	Specific Evidence
C1-01	Cycle 1 Statement of Assurance	<ul style="list-style-type: none"> <li>• Cycle 1 Statement of Assurance</li> </ul>
C1-02	Homeless Education Policy	<ul style="list-style-type: none"> <li>• Homeless Education Policy</li> </ul>
C1-03	Homeless Education Liaison	<ul style="list-style-type: none"> <li>• HCY Public Notice Locations</li> <li>• HCY Reservation of Funds</li> <li>• Identification Procedures for Homeless Children and Youth</li> <li>• Staff Training on Homeless</li> </ul>
C1-04	Homeless Education Dispute Procedure	<ul style="list-style-type: none"> <li>• Homeless Education Dispute Resolution Procedure</li> </ul>
C1-05	LEA Parental Involvement Policy	<ul style="list-style-type: none"> <li>• Title I LEA Parental Involvement Policy</li> </ul>
C1-07	Title I School Parental Involvement	<ul style="list-style-type: none"> <li>• Title I Meeting Notice <u>and</u> Agenda</li> <li>• Title I School Parental Involvement Policy/Plan <u>including</u> School Parent Compact</li> </ul>
C1-08	Migrant Program Needs Assessment	<ul style="list-style-type: none"> <li>• Blank Copy of MEP Survey</li> <li>• Summary of MEP Student Data</li> <li>• Summary of Survey Results</li> </ul>
C1-09	MEP Service Delivery Plan	<ul style="list-style-type: none"> <li>• MEP Service Delivery Plan</li> </ul>

ESEA Cycle 1 Monitoring 8/2016
Upload this Signed document into ALEAT

# Homeless Education

## **C1-02: Homeless Education Policy**

Documentation:

- ❑ *Homeless Education Policy*

## **C1-03: Homeless Education Liaison**

Documentation:

- ❑ *HCY Public Notice Locations*
- ❑ *HCY Reservation of Funds*
- ❑ *Identification Procedures for Homeless Children and Youth*
- ❑ *Staff Training on Homeless*

## **C1-04: Homeless Education Dispute Procedure**

Documentation:

- ❑ *Homeless Education Dispute Process*

# C1-02: Homeless Education Policy

## Compliance Indicator

Policy must ensure the following:

- ✓ *Homeless students are not segregated or stigmatized;*
- ✓ *Immediately identified and enrolled;*
- ✓ *Receive transportation if needed to and from the school;*
- ✓ *Removes all barriers to the enrollment and retention of homeless students.*

# C1-03: Homeless Education Liaison

## Compliance Indicator

- Identifies and enrolls students in school.
- Arranges for students to receive free educational services.
- Informs parents of educational and related opportunities and transportation services.
- Trains all staff of HCY policy and procedures (state requirement).

Education of Homeless Children and Youth (HCY) Reservation of Funds (Homeless Set-Aside)		
CTDS _____	LEA _____	Date _____
Person Completing Form _____	Email address _____	Phone _____
Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison:		
<p>Below is a list of suggested uses of Title I, Part A/ ARRA homeless set-asides. Indicate by checking the box of each of the following items that were provided to McKinney-Vento Eligible Students. For each suggested use, indicate the approximate number of students that benefitted from that service.</p> <p>To assist a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources. (eye glasses, dental services, birth certificate, immunization, etc.) <b>Number of Students that Benefitted:</b> _____</p> <p>To provide educationally-related support services to children in shelters and other residential locations. <b>Number of Students that Benefitted:</b> _____</p> <p>To support extended-day and summer activities. <b>Number of Students that Benefitted:</b> _____</p> <p>To provide tutoring or supplemental instruction to students at risk of school failure. <b>Number of Students that Benefitted:</b> _____</p> <p>To provide school supplies or supplies for special school projects (art, home economics, science, etc.) <b>Number of Students that Benefitted:</b> _____</p> <p>To provide school uniforms or specialized clothing for participation in school activities. <b>Number of Students that Benefitted:</b> _____</p> <p>To pay fees required for participation in school activities (field trips, snacks). <b>Number of Students that Benefitted:</b> _____</p> <p>To meet basic needs of students experiencing homelessness (clothing, supplies, health services) so that they may participate more fully in school. <b>Number of Students that Benefitted:</b> _____</p> <p>To support parent involvement activities to assist parents in homeless situations. <b>Number of Students that Benefitted:</b> _____</p>		
<p style="text-align: center;">Continued on Next Page</p> <p>HCY Reservation of Funds 8/2010 <span style="float: right;">Upload into ALEAT Filing Cabinet</span></p>		



# C1-03: Homeless Education Liaison

Enter the following information:

CTDS #

LEA Name

Date

Person Completing the Form E-

Mail Address

Phone Number

Describe how the Title I Homeless Set-Asides have been made available for use by the Homeless Education Liaison. This should explain how funding set-aside for homeless students and related services are used.

Check the box of each item that were provided to McKinney-Vento students and indicate the approximate number of students who benefitted from that service.

Suggested uses continue on the second page.

## Education of Homeless Children and Youth (HCY) Reservation of Funds (Homeless Set-Aside)

CTDS \_\_\_\_\_ LEA \_\_\_\_\_ Date \_\_\_\_\_  
Person Completing Form \_\_\_\_\_ Email address \_\_\_\_\_ Phone \_\_\_\_\_

Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison:

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to upload into ALEAT.

Number of Students that Benefitted: \_\_\_\_\_

To provide school uniforms or specialized clothing for participation in school activities. **Number of Students that Benefitted:** \_\_\_\_\_

To pay fees required for participation in school activities (field trips, snacks). **Number of Students that Benefitted:** \_\_\_\_\_

To meet basic needs of students experiencing homelessness (clothing, supplies, health services) so that they may participate more fully in school. **Number of Students that Benefitted:** \_\_\_\_\_

To support parent involvement activities to assist parents in homeless situations. **Number of Students that Benefitted:** \_\_\_\_\_

Continued on Next Page

## C1-04: Homeless Education Dispute Procedure

### Compliance Indicator

- HCY are enrolled in school of choice until dispute is settled.
- LEA delivers a decision in writing to the family of the HCY.
- The parents of the HCY are notified of their right to appeal to the state level.

Complete and submit this document under C1-04.

**ABC School**  
**Education of Homeless Children and Youth**  
**Dispute Resolution Process**

*This is intended to serve as a template for an LEA's Dispute Resolution Process. At the minimum, please modify the red text to accurately reflect the process for your specific LEA. You may delete this text box.*

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. **ABC School** will provide its share of the transportation to the school selected for the duration of the dispute resolution process.

The child, youth, parent, or guardian shall be referred to **ABC School's** Local Educational Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

The Local Educational Liaison shall work through the expedited dispute resolution process. For **ABC School**, that process involves:

**A) Who – Who will the decision-makers be?**

**B) What – What will they do in order to come to a decision? Meet? Review what? Investigate?**

**C) When – What is the timeline? A decision will be made within how many days from learning of the dispute?**

**ABC School** shall provide the parent, guardian, or homeless youth with:

- 1) a written explanation of the school's decision regarding school selection or enrollment; and
- 2) written forms so that, if dissatisfied with the school's decision, the parent, guardian or youth may appeal the decision to the state level.

(<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

## C1-04: Homeless Education Dispute Procedure

You may use this document as a template for your Homeless Education Dispute Process.

Remember to enter your LEA's name wherever it says ABC School in the template.

Be sure to list the following involved in the process:

- A. Who - Who will the decision- makers be?
- B. What - What will they do in order to come to a decision?
- C. When - What is the timeline? A decision will be made within how many days from learning of the dispute?

→ **ABC School**  
**Education of Homeless Children and Youth**  
**Dispute Resolution Process**

*This is intended to serve as a template for an LEA's Dispute Resolution Process. At the minimum, please modify the red text to accurately reflect the process for your specific LEA. You may delete this text box.*

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. **ABC School** will provide its share of the transportation to the school selected for the duration of the dispute resolution process.

Save an e-copy and upload inside ALEAT.

unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

The Local Educational Liaison shall work through the expedited dispute resolution process. For **ABC School**, that process involves:

- A) *Who – Who will the decision-makers be?*
- B) *What – What will they do in order to come to a decision? Meet? Review what? Investigate?*
- C) *When – What is the timeline? A decision will be made within how many days from learning of the dispute?*

**ABC School** shall provide the parent, guardian, or homeless youth with:

- 1) a written explanation of the school's decision regarding school selection or enrollment; and
  - 2) written forms so that, if dissatisfied with the school's decision, the parent, guardian or youth may appeal the decision to the state level.
- (<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

# Title I-A Parental Involvement

## C1-05: Title I LEA Parental Involvement

Documentation:

- Title I LEA Parental Involvement Policy

## C1-07: Title I School Parental Involvement

Documentation:

- Title I Meeting Notice **and** Agenda
- Title I School Parental Involvement Policy/Plan **including** School Parent Compact

## C1-05 LEA Title I Parent Involvement Policy

- Develop jointly with, agree on with and distribute to parents.
- Incorporate the policy into the Continuous Improvement Plan.
- Coordinates and integrates parental involvement strategies under Title I with other programs.
- Involves parents in the activities of the LEA and Title I schools.

# C1-05: LEA Parent Involvement Policy

## Compliance Indicator

- Parents are involved in the development, implementation, support, and annual evaluation of the policy.
- Distribute a written version of the policy in an understandable, uniform format and in a language parents can understand.

Review this document under C1-05.

### *Evaluation of Effectiveness of LEA Parental Involvement Policy*

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

# C1-05: LEA Parent Involvement Policy

Review this document under C1-05.

LEAs must conduct an annual evaluation on the content and effectiveness of the parental involvement policy. This evaluation should be conducted in conjunction with participating parents.

## Focused Questions

- Has there been increased parental participation?
- Are there barriers to greater participation by different parent subgroups?

## Suggested Criteria for Evaluation

- Compare participation between, procedures, and policies for school improvement.
- Determine level of participation of subgroups.
- Identify barriers to greater participation.
- Assess the effectiveness of parental participation activities

### *Evaluation of Effectiveness of LEA Parental Involvement Policy*

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.



# C1-05: LEA Parent Involvement Policy

## Part II. Description of How District Will Implement Required District Wide Parental Involvement Policy Components

List actions and activities for the following:

1. How the LEA involves parents in the joint development of the LEA parent involvement plan. (Section 1112, ESEA)
2. How the LEA involves parents in the process of school review and improvement (Section 1116, ESEA)
3. How the LEA provides the necessary coordination, technical assistance, and other support to Title I schools in planning and implementing effective parental involvement activities.
4. How the LEA will conduct with parents an annual evaluation of the content and effectiveness of the parent involvement policy in improving the quality of its Title I Schools.

Enter the name of the LEA wherever it indicates **name of the school district.**

## Sample Template of Parent Involvement Policy

### Appendix D: LEA Parental Involvement Policy

#### SAMPLE TEMPLATE\*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

\* \* \* \* \*

#### PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The \_\_\_\_\_ name of school district \_\_\_\_\_ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement



# C1-05: LEA Parent Involvement Policy

## Part III. Discretionary District Wide Parental Involvement Policy Components

The District Wide Parental Involvement Policy may list and describe other discretionary activities LEA, in consultation with its parents, that build parents' capacity for involvement in the school and school system to support academic achievement.

### Examples:

- involving parents in the development of training for staff to improve effectiveness
- providing necessary literacy training for parents
- training parents to enhance the involvement of other parents
- adopting and implementing model approaches to improving parental involvement
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement
- providing other support for parental involvement activities under Section 1118 as parents may request.

## Sample Template of Parent Involvement Policy

### Appendix D: LEA Parental Involvement Policy

#### SAMPLE TEMPLATE\*

*NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).*

## Part IV. Adoption

Sign, date, and distribute to all parents in a language they can understand.

*referent and agree upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.*

\* \* \* \* \*

### PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The \_\_\_\_\_ name of school district \_\_\_\_\_ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

## C1-07: Title I School Parent Involvement

### Compliance Indicator

The LEA ensures the following:

- ❑ All Title I Parent Involvement Policies
  - ✓ Developed with involvement of parents
  - ✓ Distributed to parents
  - ✓ Agreed upon by parents.
- ❑ Each Title I school held an annual meeting to explain the Title I program.
  - ✓ Notice of meeting and agenda
- ❑ Each Title I school involves parents in the planning, review, and improvement of Title I program and parental involvement activities.

# C1-07: Title I School Parent Involvement

## Compliance Indicator

- Invite and encourage parents to attend the annual Title I meeting.
- Agenda must include the following:
  - ✓ Title I program requirements
  - ✓ an explanation of the curriculum
  - ✓ forms of assessment used to measure student progress
  - ✓ proficiency level students are expected to meet
  - ✓ parents' right to participate

Review this document under C1-07.

### ANNUAL PARENT MEETING

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review meeting, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain their school's participation in Title I (whether they are schoolwide or targeted)
- Explain the Title I requirements (schoolwide or targeted, whichever is applicable)
- Explain what participation in Title I programming means, including:
  - A description and explanation of the school's curriculum;
  - Information on the forms of academic assessment used to measure student progress; and
- Information on the proficiency levels students are expected to meet.
- Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
- Explain the right of parents to become involved in the school's programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for
  - parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title I Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents should be invited; in a targeted assistance program, just those parents with children participating in Title I should be invited. Schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning or in the fall of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?

# C1-07: Title I School-Parent Compact

## Compliance Indicator

- Includes the following:
  - ✓ A description of how the school developed the compact with parents.
  - ✓ How the school will provide high quality instruction
  - ✓ The importance of communication between teachers and parents
  - ✓ How the school provides reasonable access to staff
  - ✓ Opportunities for parents to participate in school activities
  - ✓ Parents' responsibility for supporting their child's learning

## Sample Template of School Parent Compact

### Appendix D: LEA Parental Involvement Policy

#### SAMPLE TEMPLATE\*

***NOTE:** In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).*

*School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. **School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District Wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy.** School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.*

\* \* \* \* \*

#### PART I. GENERAL EXPECTATIONS (Sample Template)

*[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. (Section 1118(a)(2), ESEA.) There is no required format for those written expectations; however, this is a sample of what might be included.]*

The \_\_\_\_\_ name of school district \_\_\_\_\_ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

*Parental Involvement Guidance*

# C1-07: Title I School-Parent Compact

The compact is a written agreement between the teacher and parents. It is designed to be a shared tool for both parents and teachers to communicate and work together for the improvement of student's academic achievement.

*This is a required component of the Title I School Parent Involvement Policy/plan.*

Items that must be included in the compact:

- ✓ how the school will provide high quality instruction
- ✓ the importance of communication between teachers and parents

School-parent compacts are most effective when teachers are able to explain to parents the academic expectations of their child, strategies used to achieve academic goals, specific learning asses or needs of the child, and how home and school can work together to assure overall success.

## Sample Template of School Parent Compact

### Appendix D: LEA Parental Involvement Policy

#### SAMPLE TEMPLATE\*

*NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).*

*School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District Wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.*

\* \* \* \* \*

#### PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. (Section 1118(a)(2), ESEA.) There is no required format for those written expectations; however, this is a sample of what might be included.]

The \_\_\_\_\_ name of school district \_\_\_\_\_ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance



# C1-07: Title I School Parent Involvement Policy

## Compliance Indicator

Includes the following:

- ✓ Convene an annual public meeting.
- ✓ Offer a flexible number of meetings,
- ✓ Involve parents in an organized, ongoing and timely way
- ✓ Provide parents with timely information on topics such as curriculum, assessments etc., and opportunities for regular meetings (if requested).
- ✓ Provide for the submittal of parent comments on school plans.
- ✓ Show how parents were involved in the development and agreement of the plan.
- ✓ Distribution in an understandable, uniform format and in a language the parent can understand.

Review this document under C1-09.

### *School Parent Involvement Policy/Plan*

A school's written policy should describe specifically enough for parents and school system personnel to readily understand *how* each participating Part A school will do the following:

- *Convene an annual meeting* to inform parents of their school's participation in Part A, to explain Part A's requirements, and their right to be involved. In preparation for this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice.
- *Offer a flexible number of meetings*, such as in the morning or evening, and provide, if necessary, with Part A funds transportation, child care, or home visits as these services relate to parental involvement.
- *Involve parents, in an organized, ongoing, and timely way*, in the planning, review, and improvement of Part A programs, including the school parental involvement policy and the joint development of the schoolwide program plan, if any. If a school has in place a process for involving parents in the joint planning and design of its general education programs, the school may use that process as long as there is adequate representation of parents of participating children, and it conforms to, and is effective in implementing, the parental involvement requirements of Part A.
- *Provide parents of participating children--*
  - (a) *timely information* about Part A programs;
  - (b) *school performance profiles* required under section 1116(a)(3), where the LEA must assess annually the progress of each participating school;
  - (c) *their child's individual student assessment results*, including an interpretation of such results;
  - (d) *a description and explanation of the curriculum* in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
  - (e) *opportunities for regular meetings* to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing this; and
  - (f) *timely responses to the suggestions* made by parents that have been offered in meetings such as those described in (e) above; and
- *If the schoolwide program plan is not satisfactory to parents*, the school will submit any parent comments on the plan when the school makes the plan available to the LEA.

# Title I-C Migrant Program

## C1-08: Migrant Program Needs Assessment

Documentation:

- ❑ MEP Needs Assessment
- ❑ MEP Priority for Services

## C1-09: Migrant Program Needs Assessment

Documentation:

- ❑ MEP Service Delivery Plan

# Cycle 1 Monitoring

If you have any questions  
please don't hesitate to contact your  
ADE Title I Specialist

or

the ALEAT Help Desk  
Tee Lambert

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